



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2007 (Reports Revised October 2007)
ID: 12281597
District: MSAD 34
School: East Belfast School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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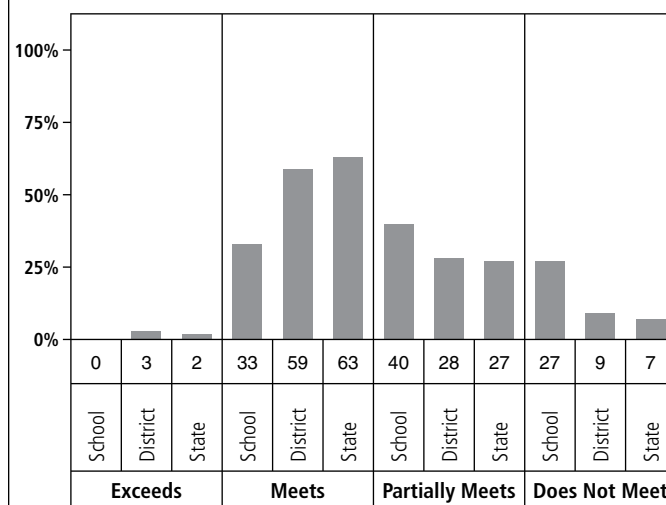
SUMMARY OF SCORES

Date: March 2007
Grade: 3
District: MSAD 34
School: East Belfast School

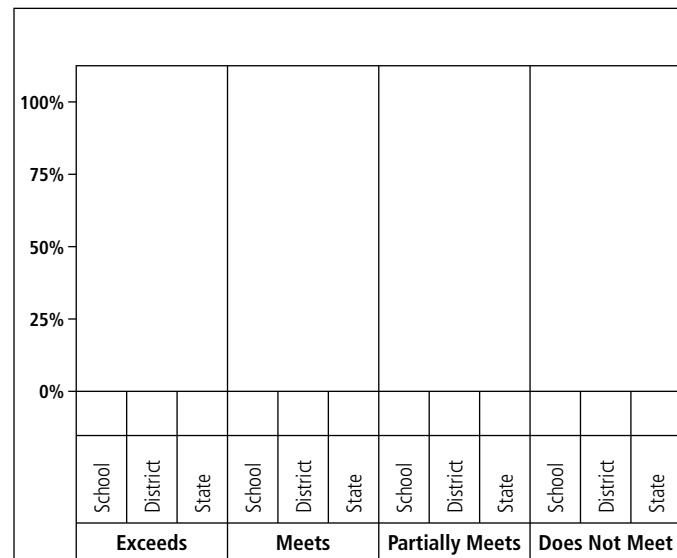
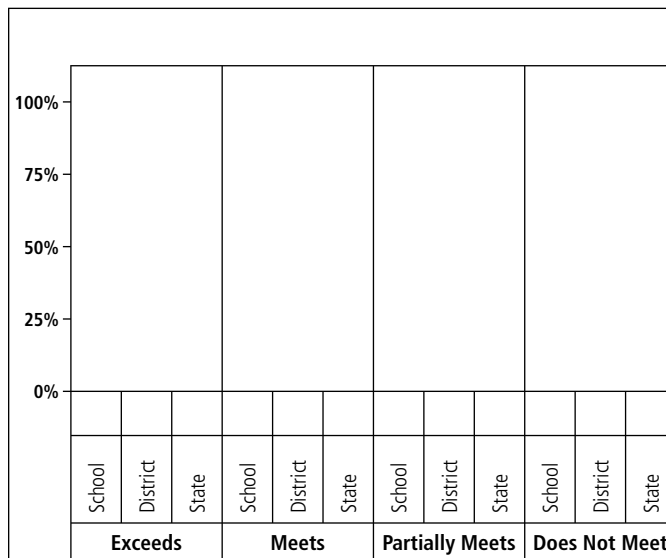
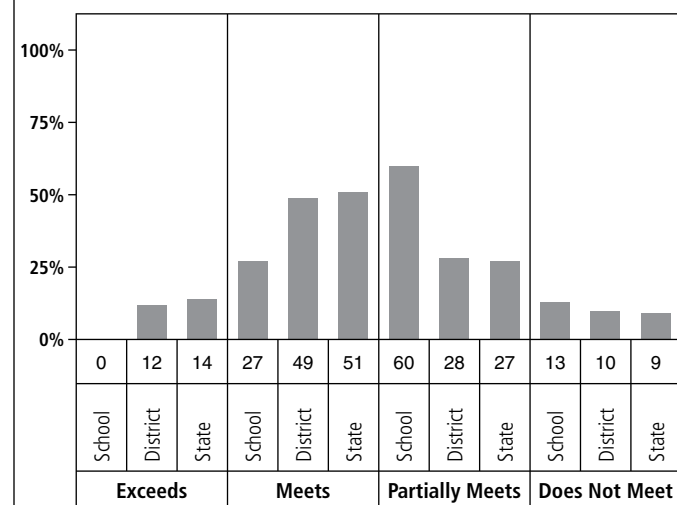
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading			
2005–2006	341	344	345
2006–2007	335	344	345
Cum. Avg. *	338	344	345
Mathematics			
2005–2006	337	342	344
2006–2007	337	346	347
Cum. Avg. *	337	344	345

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 3
 District: MSAD 34
 School: East Belfast School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		15	100	132	100	14114	100	15	100	131	100	14000	99	15	100	131	100	14001	99												
Ethnicity	African American	0	0	0	0	374	3	0	0	0	0	367	98	0	0	0	0	370	99												
	American Indian/Native Alaskan	0	0	0	0	94	1	0	0	0	0	93	99	0	0	0	0	93	99												
	Asian/Pacific Islander	0	0	2	2	252	2	0	0	2	100	246	98	0	0	2	100	249	99												
	Hispanic	0	0	0	0	179	1	0	0	0	0	173	97	0	0	0	0	173	97												
	White	15	100	130	98	13196	93	15	100	129	100	13121	100	15	100	129	100	13116	99												
	Not Reported	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability		6	40	33	25	2445	17	6	100	32	100	2425	99	6	100	32	100	2422	99												
Current LEP		0	0	0	0	339	2	0	0	0	0	326	96	0	0	0	0	332	98												
Economically disadvantaged		10	67	62	47	5495	39	10	100	61	100	5447	99	10	100	61	100	5448	99												
Migrant		0	0	1	1	5	0	0	0	1	100	5	100	0	0	1	100	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	9	60	99	75	11043	78	9	60	99	75	11094	79						
Identified disability (PET/IEP)	0	0	8	8	602	5	0	0	8	8	627	6						
LEP	0	0	0	0	162	1	0	0	0	0	169	2						
504 plan	0	0	0	0	99	1	0	0	0	0	101	1						
Participation with accommodations	6	40	31	23	2782	20	6	40	31	23	2747	19						
Identified disability (PET/IEP)	6	100	23	74	1659	60	6	100	23	74	1639	60						
LEP	0	0	0	0	156	6	0	0	0	0	162	6						
504 plan	0	0	0	0	59	2	0	0	0	0	57	2						
Other	0	0	8	26	936	34	0	0	8	26	915	33						
Participation through alternate assessment (PAAP)	0	0	1	1	168	1	0	0	1	1	160	1						
Identified disability (PET/IEP)	0	0	1	100	164	98	0	0	1	100	156	98						
LEP	0	0	0	0	1	1	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	7	0												
Approved non-participation – special consideration	0	0	1	1	10	0	0	0	1	1	11	0						
Non-participation – other	0	0	0	0	104	1	0	0	0	0	102	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 3
District: MSAD 34
School: East Belfast School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	0	0	352	3
	2006-2007	0	0	4	3	332	2
	Cum. Avg.	0	0	2	2	342	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	7	54	81	62	8641	62
	2006-2007	5	33	77	59	8691	63
	Cum. Avg.	6	40	79	61	8666	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	5	38	39	30	3671	27
	2006-2007	6	40	37	28	3781	27
	Cum. Avg.	6	40	38	29	3726	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	1	8	10	8	1163	8
	2006-2007	4	27	12	9	1021	7
	Cum. Avg.	3	20	11	8	1092	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	19.9	43.3	27.4	59.6	28.0	60.9
Literary Text	28	61	12.7	45.4	17.7	63.2	17.9	63.9
Informational Text	18	39	7.2	40.0	9.7	53.9	10.1	56.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
Grade: 3
District: MSAD 34
School: East Belfast School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15	0	0	5	33	6	40	4	27	335	130	3	59	28	9	344	13825	2	63	27	7	345
Ethnicity																						
African American	0										0						360	1	40	34	25	338
American Indian/Native Alaskan	0										0						93	0	52	39	10	342
Asian/Pacific Islander	0										2						241	2	68	22	8	345
Hispanic	0										0						168	0	50	33	17	341
White	15	0	0	5	33	6	40	4	27	335	128	3	59	29	9	344	12963	3	64	27	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	0	0	2	33	4	67	326	31	0	23	48	29	335	2261	0	33	46	21	338
No	9	0	0	5	56	4	44	0	0	342	99	4	71	22	3	347	11564	3	69	24	5	346
Limited English proficient students																						
Current LEP in first year	0										0						4					
Current LEP beyond first year	0										0						314	0	35	34	31	336
Economically disadvantaged																						
Yes	10	0	0	3	30	3	30	4	40	333	60	0	47	37	17	341	5360	1	50	36	13	342
No	5	0	0	2	40	3	60	0	0	340	70	6	70	21	3	347	8465	3	71	22	4	347
Migrant																						
Yes	0										1						4					
No	15	0	0	5	33	6	40	4	27	335	129	3	60	28	9	344	13821	2	63	27	7	345
Gender																						
Female	7	0	0	3	43	2	29	2	29	335	53	4	66	26	4	346	6861	3	67	24	6	346
Male	8	0	0	2	25	4	50	2	25	336	77	3	55	30	13	343	6964	1	59	31	9	344
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2092	0	36	48	15	339
No	15	0	0	5	33	6	40	4	27	335	130	3	59	28	9	344	11733	3	68	24	6	346
Gifted/talented program																						
Yes	0										0						174	16	83	1	0	355
No	15	0	0	5	33	6	40	4	27	335	130	3	59	28	9	344	13651	2	63	28	7	345

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 3
District: MSAD 34
School: East Belfast School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 87 7 7	 0 0 0	 0 0 0	 5 0 0	 38 0 0	 5 1 0	 38 100 0	 3 0 0	 23 0 100	 338 338 300	 4 72 22 2	 0 3 4 0	 20 61 64 33	 60 27 29 33	 20 10 4 33	 338 345 346 327	 5 80 12 3	 1 3 2 0	 41 66 60 30	 40 26 29 41	 18 6 9 29	 340 346 344 336
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	 7 27 33 33	 0 0 0 0	 0 0 0 0	 0 1 2 2	 0 25 40 40	 1 2 2 1	 100 50 40 20	 0 1 1 2	 0 25 20 40	 336 336 339 332	 30 40 14 16	 3 6 0 0	 58 65 67 40	 29 25 28 40	 11 4 6 20	 343 347 345 339	 27 49 16 8	 4 2 1 0	 63 69 57 45	 26 24 33 39	 8 5 9 16	 346 346 343 340
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	 36 29 29 7	 0 0 0 0	 0 0 0 0	 0 2 2 0	 0 50 50 0	 4 0 2 0	 80 0 50 0	 1 2 0 1	 20 50 0 100	 334 339 340 300	 40 49 9 2	 8 0 0 0	 61 62 50 0	 20 35 33 50	 12 3 17 50	 347 344 340 317	 42 46 9 2	 4 2 1 0	 67 63 51 30	 22 29 38 48	 7 7 10 22	 346 345 342 337
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	 21 64 14	 0 0 0	 0 0 0	 0 3 1	 0 33 50	 1 4 1	 33 44 50	 2 2 0	 67 22 0	 321 338 339	 13 62 25	 0 5 0	 35 67 55	 47 23 35	 18 5 10	 340 346 343	 22 55 23	 1 3 2	 50 69 62	 36 24 28	 13 5 9	 342 346 344
How hard were the reading passages on this test? A. Most of the passages were harder than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	 17 50 33	 0 0 0	 0 0 0	 0 2 0	 0 33 0	 1 1 4	 50 17 100	 1 3 0	 50 50 0	 319 336 337	 14 50 36	 0 5 2	 29 62 66	 47 25 27	 24 8 5	 336 345 346	 20 49 32	 0 2 4	 38 68 70	 45 25 20	 16 5 5	 340 346 347
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	 13 20 47 20	 0 0 0 0	 0 0 0 0	 0 0 3 2	 0 0 43 67	 0 1 4 1	 0 33 57 33	 0 2 0 0	 100 67 0 0	 315 330 341 341	 16 53 20 10	 0 6 0 0	 67 55 77 38	 19 29 19 54	 14 10 4 8	 343 345 346 340	 19 47 19 15	 4 3 1 1	 65 68 59 51	 25 24 32 35	 7 5 8 14	 346 346 344 342
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	 64 7 29	 0 0 0	 0 0 0	 2 0 2	 22 0 50	 3 1 2	 33 100 50	 4 0 0	 44 0 0	 331 338 342	 21 15 63	 4 5 3	 31 53 69	 50 26 23	 15 16 5	 339 344 346	 26 23 51	 2 2 3	 57 64 66	 32 27 25	 10 7 6	 343 345 346
Optional school/district question A. B. C. D.	 0 0 0 100	 0	 0	 0	 0	 1	 100	 0	 0	 334	 43 29 0 29	 0 0 0 0	 33 0 0 0	 67 0 0 100	 0 100 0 0	 338 328 334						

MATHEMATICS RESULTS

Date: March 2007
Grade: 3
District: MSAD 34
School: East Belfast School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	0	0	5	4	1295	9
	2006-2007	0	0	16	12	1985	14
	Cum. Avg.	0	0	11	8	1640	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	5	42	65	50	6852	49
	2006-2007	4	27	64	49	6990	51
	Cum. Avg.	5	36	65	50	6921	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	5	42	48	37	4081	29
	2006-2007	9	60	37	28	3673	27
	Cum. Avg.	7	50	43	33	3877	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	2	17	11	9	1638	12
	2006-2007	2	13	13	10	1193	9
	Cum. Avg.	2	14	12	9	1416	10

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	4.9	32.7	7.9	52.7	7.7	51.3
Cluster 2: Shape and Size	14	29	9.5	67.9	10.0	71.4	10.5	75.0
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.5	70.0	3.3	66.0
Cluster 4: Patterns	14	29	8.3	59.3	9.8	70.0	9.8	70.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 3
 District: MSAD 34
 School: East Belfast School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	15	0	0	4	27	9	60	2	13	337	130	12	49	28	10	346	13841	14	51	27	9	347
Ethnicity																						
African American	0										0						367	6	28	37	28	335
American Indian/Native Alaskan	0										0						93	4	42	40	14	340
Asian/Pacific Islander	0										2						247	16	51	22	11	347
Hispanic	0										0						168	7	42	32	20	339
White	15	0	0	4	27	9	60	2	13	337	128	13	48	29	10	346	12966	15	51	26	8	347
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	3	50	2	33	333	31	3	23	39	35	333	2266	6	34	39	21	338
No	9	0	0	3	33	6	67	0	0	340	99	15	58	25	2	350	11575	16	54	24	6	349
Limited English proficient students																						
Current LEP in first year	0										0						10	0	30	30	40	326
Current LEP beyond first year	0										0						321	4	28	34	34	333
Economically disadvantaged																						
Yes	10	0	0	3	30	6	60	1	10	339	60	8	42	37	13	342	5371	7	44	34	14	342
No	5	0	0	1	20	3	60	1	20	334	70	16	56	21	7	350	8470	19	54	22	5	350
Migrant																						
Yes	0										1						4					
No	15	0	0	4	27	9	60	2	13	337	129	12	50	28	10	346	13837	14	51	27	9	347
Gender																						
Female	7	0	0	3	43	4	57	0	0	341	53	15	53	26	6	349	6865	14	50	27	9	347
Male	8	0	0	1	13	5	63	2	25	334	77	10	47	30	13	345	6976	14	51	26	9	347
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2098	3	37	43	17	338
No	15	0	0	4	27	9	60	2	13	337	130	12	49	28	10	346	11743	16	53	24	7	348
Gifted/talented program																						
Yes	0										0						174	63	34	3	0	366
No	15	0	0	4	27	9	60	2	13	337	130	12	49	28	10	346	13667	14	51	27	9	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 3
District: MSAD 34
School: East Belfast School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										4	0	20	40	40	330	5	7	38	34	21	339
B. less than one hour	87	0	0	3	23	8	62	2	15	336	72	14	47	30	10	346	80	16	52	26	6	348
C. one to two hours	7	0	0	0	0	1	100	0	0	334	22	11	61	25	4	349	12	12	50	28	10	346
D. more than two hours	7	0	0	1	100	0	0	0	0	352	2	0	67	0	33	339	3	3	26	34	37	332
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	7	0	0	0	0	1	100	0	0	336	40	22	55	16	8	351	37	20	52	22	6	350
B. They match some of what I have learned.	43	0	0	1	17	4	67	1	17	335	37	9	53	30	9	347	44	13	54	26	7	347
C. They match just a little of what I have learned.	36	0	0	3	60	1	20	1	20	341	13	6	53	29	12	344	13	8	45	34	13	342
D. There is no match.	14	0	0	0	0	2	100	0	0	336	9	0	17	58	25	332	6	5	30	40	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	60	0	0	1	11	6	67	2	22	333	41	17	42	27	13	345	40	21	50	21	8	349
B. good	27	0	0	3	75	1	25	0	0	349	46	10	62	19	9	349	46	12	53	28	7	347
C. fair	13	0	0	0	0	2	100	0	0	332	11	7	43	50	0	347	12	6	46	36	11	342
D. poor	0										2	0	0	67	33	329	2	3	31	40	26	336
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	0	0	0	0	2	100	0	0	335	17	0	27	45	27	336	15	5	38	38	19	339
B. about the same as my regular schoolwork	60	0	0	2	22	5	56	2	22	335	51	15	54	23	8	349	56	15	54	25	6	348
C. easier than my regular schoolwork	27	0	0	2	50	2	50	0	0	343	32	15	56	24	5	349	29	18	51	23	7	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	57	0	0	1	13	6	75	1	13	335	28	6	38	41	15	340	32	11	47	32	11	344
B. two or three days a week	14	0	0	1	50	0	0	1	50	334	28	11	54	29	6	349	32	17	53	24	6	349
C. two or three times each month	14	0	0	1	50	1	50	0	0	343	28	24	50	18	9	350	27	18	54	22	6	350
D. never	14	0	0	1	50	1	50	0	0	344	16	5	60	20	15	346	9	9	44	32	14	343
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	1	100	0	0	0	0	348	6	0	29	71	0	336	7	4	33	43	20	337
B. two or three days a week	47	0	0	1	14	5	71	1	14	336	18	9	48	39	4	346	20	11	51	29	9	346
C. two or three times each month	27	0	0	2	50	2	50	0	0	343	50	17	57	19	6	351	46	19	54	21	5	350
D. never	20	0	0	0	0	2	67	1	33	329	26	6	42	30	21	340	27	11	49	29	11	345
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	13	0	0	0	0	1	50	1	50	325	22	3	45	34	17	340	15	7	41	38	14	341
B. 30–45 minutes	67	0	0	3	30	6	60	1	10	338	47	16	51	30	3	349	31	13	53	27	7	347
C. 45–60 minutes	13	0	0	1	50	1	50	0	0	346	21	11	67	11	11	350	32	18	53	22	6	349
D. more than 60 minutes	7	0	0	0	0	1	100	0	0	338	9	8	17	50	25	336	22	17	50	24	9	348
Optional school/district question																						
A.	0										43	0	33	33	33	328						
B.	0										29	0	0	50	50	317						
C.	0										0											
D.	100	0	0	0	0	1	100	0	0	338	29	0	0	100	0	337						